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A NORMAL-SCHOOL COURSE IN SOCIOLOGY INTRODUCTORY TO WORK IN THE SOCIAL STUDIES

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As stated by Mr. Clow in his report on "Sociology in Normal Schools" in the March, 1920, *Journal of Sociology*, the California State Board of Education has within the last few years made certain minimum requirements in sociology as part of the professional work in normal schools. In expressing these requirements, one of the units of work specifically called for is "Civic Sociology." It is doubtful whether the educators responsible for this requirement possessed any clear definition for "Civic Sociology" in their own minds. It is assuredly true that no two of the California normal schools have interpreted the term in the same way. It may be of some value to outline a tentative course which has been utilized in one such school during the past year in an endeavor to realize the intention of the state board.

The aims of the course, as seen at San Francisco, were three-fold: first, the supplying of a background of science and broad general interest as an introduction to the social studies; second, an attempt to stimulate interest in an understanding and interpretation of the place of the individual in the present social organization; third, and, with us, most important, the preparation of the individual student to meet the social problem of the teacher in the discipline of the school in a manner calculated to help her in handling it as a problem in citizenship training. The time allowed for this course was approximately sixty hours during one semester.

A glance at the outline of the material as presented in the succeeding pages shows that the actual classroom time was utterly inadequate to more than touch upon a majority of the topics presented, and that the ultimate value of the work must have depended upon the outside reading done in following up the assignments.

Although no specified amount of reading was required, a fairly automatic check of whether or not the reading was being done was offered by the quality of each day's discussion, which, in every case, was based upon previously assigned references. In actual fact, the reading in a majority of cases exceeded what would have been considered a reasonable requirement and in many instances exceeded the actual references.

Before discussing the method of presentation and different phases of the course in detail, the following general outline of the work is presented:

A COURSE OUTLINE IN CIVIC SOCIOLOGY

I. THE IDEA OF SPACE, AND THE STELLAR RELATIONSHIPS

A. The Immense Magnitude of Space

- a) Understanding of the terms "star," "planet," "nebula," etc., with their relationships
- b) Extent of space; distances
- c) Appreciation of the fact that the universe responds to "law"—some deliberate attempt to develop a sense of inspiration and awe at the works of creation, based upon scientific appreciation

B. A Brief Study of the Myths of Creation. Conceptions of primitive peoples, with some reference to their points of unity in explaining natural phenomena

C. The Birth of the World

- a) Some understanding of the conceptions of Laplace, Herschel, and Kant, and the Chamberlain-Moulton hypothesis
- b) The soundness of observational conclusions—inductive reasoning
- c) Some of the astronomical observations upon which the explanations of solar origin rest

II. THE DAWN OF LIFE—THE EVOLUTIONARY IDEA

A. The Geologic Evidence of the Earth's Development. The structure of the earth's surface and its organic content

- a) The development of life-forms from simple to complex, as revealed by geologic investigation

B. The Comparative Data Substantiating the Evolutionary Theory

- a) Data and conclusions of Darwin
- b) Data and conclusions of DeVries, etc.

C. The Embryonic Evidence of Recapitulation

- a) Fertilization and ontogeny
- b) Chromosomes as the bearers of "unit characters," etc.

III. PRIMITIVE MAN

A. Apparent Age of the Race from Geologic Evidence; the Java, Neanderthal, Cro-Magnon, etc., Men

- B. Apparent Distribution. From Java to England, swinging through Southern India, Mesopotamia, Mediterranean Basin, Central Europe to British Isles
 - a) On a basis of geologic evidence, see previous section
 - b) On a basis of ethnic relationship, see succeeding section
- C. Race Types. A study of the Aryan-Caucasian distribution and the apparent Africo-Asiatic offshoots
 - a) Head shape, facial index, etc., in determining racial similarity
 - b) Influence of geography upon race development. See "C" below, further

IV. SOCIETAL EVOLUTION

- A. The "Ages of Man"
 - a) Paleolithic, Neolithic, Bronze, Iron. Are they chronological or coexistent?
 - b) Hunter, herder, agriculturist, industrialist. Are they chronological or coexistent?
 - c) Individual, family, clan, tribe, city-state, nation. Chronological or coexistent?
- B. Prerequisites to the Development of Civilization
 - a) Climatic
 - b) Geographic
 - c) Activity
- C. Influences of Geographic Environment on Civilization
 - a) Geographic "paths." Their influence on the spread of culture
 - b) Geographic "situation" and its influence; isolation vs. central location; India contrasted to Greece; Alpine race vs. inhabitants of Rhine valley; Britain vs. Russia
 - c) Situation and world-conflict; Babylon and Persia; Persia and Greece; Rome and Carthage; France and Germany
 - d) Discovery of New World and results of consequent population movements
- D. Study of the Tigris-Euphrates States. "The Cradle of Civilization"
 - a) Social development, customs, laws, education, culture, "Code of Hammurabi"
 - b) Economic development, use of slave labor, lack of mechanical help
 - c) Comparison and contrast with modern civilization
 - d) Increasing integration of social units
- E. Cycles of Civilization—Growth of the Known World
 - a) Independent rise of cultural groups: Egypt, Chaldea, Crete, India, Mexico, China, etc.
 - b) Evidence of prior civilizations to these: archaeological data
 - c) Rise and fall of Babylon, of Greece, of Rome. Replacement by "barbarian tribes." The steppes as origins of racial migrations
 - d) Disappearance of industrial secrets, etc.; forgotten monuments

- e) For the first time a civilization has annihilated time and space and explored the entire globe; possibilities of the future; Malthusian theories
- F. Influence of Instincts and Emotions on Societal Evolution
 - a) Social psychology—McDougall
 - b) Studies in the unconscious—Freud
 - c) Satisfaction and inhibitions of instincts in social development
 - d) Influence of the mores working through instincts to conserve the existing order and inhibit progress
 - e) In-group and out-group
 - f) What determines right and wrong (study of classroom case problems)
- G. Religion and Social Development
 - a) Comparative social virtues as presented by Confucius, Buddha, Christ, and Mahomet
 - b) Religious martyrdom and violation of the mores
 - c) Rise of science and philosophy, occupying part of the intellectual sphere once reserved to religion
- V. CYCLES OF HISTORY—A BRIEF STUDY OF RECURRING SOCIAL PHENOMENA. (No attempt to be exhaustive, simply to illustrate again through a few typical historical instances, the cycle form of the development of civilization)
 - A. Appearance of written law. (Codes of Hammurabi, Draco, etc., in Babylon, Greece, Rome, feudal Europe, etc.)
 - B. Attempt to equalize voting privileges; the evolution of the “geographical tribe” in Greece, Rome, down to our modern precinct and district
 - C. Land problem; the reiterated attempt to break up the landed estates; Greece, Rome, feudal Europe, modern Mexico, and Russia; the reclamation work of the United States and the colonization schemes of the California Land Settlement Board in adaptation of the Australian system
- VI. TOPIC REPORTS ON MODERN SOCIAL AND INDUSTRIAL PROBLEMS

The approximate time allotment was about as follows: one-sixth of the total to Sections I, II, and III; one-third to Section IV; one-sixth to Section V; one-third to Section VI.

No general textbook was possible because of the great range of topics. Chapin's *Introduction to the Study of Social Evolution* came the nearest to paralleling the first part of the course, and was therefore used by practically everyone for the work of the first four sections. Lull, *Evolution of the Earth*, was found to be a little

more difficult reading, but was of general use. The *Book of Knowledge* and *Our Wonder World* offered material of equal diversity and were much used. Other than these, a wide list of suggested references was offered, some better than others, and some more difficult than others. This list follows:

BIBLIOGRAPHY OF REFERENCES

SECTION I

- C. W. Washburne, *The Story of the Earth*
 R. S. Ball, *The Earth's Beginning*
 ———, *Starland*
 A. M. M. Griffith, *The Stars and Their Stories*
 J. R. Kippax, *The Call of the Stars*
 G. P. Serviss, *Astronomy with the Naked Eye*
 E. S. Holden, *The Family of the Sun*
 E. Hawks, *Boys' Book of Astronomy*
 H. H. Turner, *A Voyage in Space*
 Chamberlain and Salisbury, *Geology*
 H. W. Mabie, *Norse Myths*
 C. M. Gayley, *Classic Myths*
 Thomas Bulfinch, *Age of Fable*
 ———, *Our Wonder World*, Vol. I.

SECTION II

- H. F. Osborn, *Origin and Evolution of Life*
 ———, *Age of Mammals*
 J. W. Dawson, *Story of the Earth and Man*
 H. N. Hutchinson, *Extinct Monsters*
 Margaret Morley, *The Song of Life*
 J. A. Thomson, *The Wonder of Life*
 ———, *The Bible of Nature*
 ———, *Darwinism and Human Life*
 Wm. A. Locy, *Biology and Its Makers*
 D. S. Jordan, *Animal Studies*
 C. R. Gibson, *The Great Ball on Which We Live*
 J. I. Mix, *Mighty Animals*
 Michael Guyer, *Being Well Born*
 M. M. Metcalf, *Organic Evolution*
 A. Dendy, *Outlines of Evolutionary Biology*
 Rolt-Wheeler, *The Monster Hunters*
 Stanley Waterloo, *The Story of Ab*
 C. W. Washburne, *The Story of the Earth*

E. S. Grew, *The Romance of Modern Geology*
 Agnes Giberne, *The Romance of the Mighty Deep*
 Chamberlain and Salisbury, *Geology*

W. D. Mathews, *Dinosaurs* (Amer. Museum of Natural History)

SECTION III

J. P. True, *The Iron Star*

Theodore Roosevelt, "How Old Is Man?" (*National Geographic Magazine*, February, 1916)

F. Ratzel, *The History of Mankind*

Osborn, *Men of the Old Stone Age*

F. A. Lucas, *Animals of the Past*

———, *Animals Before Man in North America*

Stanley Waterloo, *The Story of Ab*

———, *Son of the Ages*

Many of the books previously noted, especially Chapin's *Social Evolution*

SECTION IV

James Baikie, "The Cradle of Civilization" (*National Geographic Magazine*, February, 1916)

A. T. Clay, "Pushing Back History's Horizon" (*National Geographic Magazine*, February, 1916)

H. G. F. Spurrell, *Modern Man and His Forerunners*

W. H. Prescott, *Conquest of Mexico—Conquest of Peru*

E. C. Semple, *Influence of Geographic Environment*

———, *American History and Its Geographic Conditions*

E. Huntington, *Climate and Civilization*

———, *The Pulse of Asia*

———, *Palestine and Its Transformation*

Perry Brigham, *Geographic Influences in American History*

W. I. Thomas, *Source Book of Social Origins*

W. G. Sumner, *Folkways*

F. S. Chapin, *Education and the Mores*

L. F. Ward, *Applied Sociology*

H. P. Fairchild, *Applied Sociology*

J. K. Hart, *Democracy in Education*

Franklin Bobbitt, *The Curriculum*

W. Trotter, *Instinct of the Herd in Peace and War*

Gustav LeBon, *The Crowd*

E. A. Ross, *Social Psychology*

———, *Sin and Society*

W. McDougall, *Social Psychology*

Hitschmann-Payne, *Freud's Theory of the Neuroses*

- Wilfrid Lay, *Man's Unconscious Conflict*
Wm. Healy, *Mental Conflicts and Misconduct*
———, *The Child's Unconscious Mind*
———, *The Individual Delinquent*
C. A. Ellwood, *Sociology in Its Psychological Aspects*
Great Religions of the World (Harper), Collected Papers
Allan Menzies, *History of Religion*
Lord Dunsany, *A Dreamer's Tale—The Sword and the Idol*

For Section V references were made to any one of a number of high-school history texts, as well as other historical material. The following monthly and weekly periodicals, in addition to specific publications, were used in connection with the current reports: *Review of Reviews*, *World's Work*, *Current Opinion*, *Current History*, *Outlook*, *Literary Digest*, *New Republic*, *Nation*, *Harvey's Weekly*, *Leslie's Weekly*, *Survey*, *Manchester Guardian Weekly Edition*.

Throughout the course it was attempted to keep the discussion on a Socratic basis wherever possible, the instructor attempting to arouse the questioning attitude and avoid direct statement. In the first part of the work this was rather difficult because the students lacked the informational background to sustain discussion. The method proved successful in stimulating reading, and as the reading increased the discussions naturally improved.

One of the chief handicaps from the informational standpoint was due to the small amount of current newspaper and periodical reading done by the average normal student. The topics assigned for individual report were given out about eight weeks before due, and in many instances stimulated this type of reading, with results which became increasingly evident in the course of the later discussions.

Throughout the discussions it was constantly kept before the students that the type of material introduced was of three kinds: facts, experimentally established and accepted; generally accepted theories based upon many proved facts; opinions. All material discussed was classified accordingly, and of course every attempt was made to consider various theories and many opinions. The instructor carefully avoided any tendency to emphasize "pet" theories, and it is probable that at the close of the course each

theory had its adherents, and a variety of opinions were held by different members of the class.

The course was given in both the fall and spring semesters. One group of students took the work while assigned to classroom teaching, and the other group while doing nothing but preparatory work. The first group was in every way more alive to the possibilities of the course, and during the discussion of instincts and emotions, which were illustrated by classroom cases and examples, saw and profited much more by the applications to their current experience.

Although an experiment, attempting in almost kaleidoscopic fashion to survey many fields, a judgment formed sometime after the product had passed on to other experiences is that the work was successful in realizing the aims laid out. It is not to be thought that any pretense of thorough or complete study of any one of the topics enumerated was made. Following this course, each student prepared in greater detail the material included in the courses of history, geography, general science, and life-science—it is hoped and believed with a better realization of the natural correlation existing.

Of course the question remains, Is this civic sociology? I submit that this answer is as good as the next, and in aim and realization justifies the assertion that it is.